

City of Seattle Office for Education

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FAMILIES AND EDUCATION LEVY ELEMENTARY SCHOOL REQUESTS FOR INVESTMENTS (RFI)

**NOTE: PRESENTATION DOES NOT REFLECT
AMENDMENTS MADE TO RFI AFTER
NOVEMBER 16, 2012**

Request for Investment (RFI) Information Session Agenda

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- Information Session Process
- RFI Overview Presentation
- Questions

What's New in Elementary RFIs? (1 of 2)

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- Includes contact information for SPS staff members available to support schools during RFI development process
- Organized and defined RFI *Key Terms*
- Includes list of Step Ahead providers

What's New in Elementary RFIs? (2 of 2)

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- Added optional Attachment 2: School Narrative section
- Revised OFE-prepared School Data Report
- Required Attachment 3: Data Sample
- Revised PreK-3 Section
- Revised English Language Learner (ELL) sections so required **ONLY** for schools with a certain threshold of ELL students
- Revised format of Work Plan Summaries section
- Revised Budget Template

2011 Families and Education Levy Goals

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- Children will be ready for school.
- All students will achieve academically and the achievement gap will be reduced.
- All students will graduate from school college/career ready.

General RFI Notes

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- This is a competitive process with no guarantee of funding
- Submitting an RFI is required to receive Levy funding
- Four slots (up to \$316,000) available in second round of Elementary RFI
- Funding amounts will vary, depending on school need and quality of plan
- 25% of funds will be contingent on achieving results
- Partner agencies must be approved through the Levy's Request for Qualification (RFQ) process to receive $\geq \$5,000$ in cumulative Levy funding from school(s)

Key Terms

Pages 2-7 of RFI

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- Outcomes and Indicators
- Focus Students
- Areas of Concentration
 - Math/Science
 - Reading/Writing
 - Attendance
 - English Language Acquisition
- Key Components

Key Terms: Elementary School Outcomes

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REQUIRED: *All Innovation Elementary Schools must include at least two outcomes from the list below:*

1. Kindergarten students meeting age-level expectations in each domain of WaKIDS (GOLD)
2. 1st -2nd grade students making annual typical growth on math and/or reading MAP
3. Schools improving the percentage of students meeting standard in 3rd grade math and/or reading
4. 4th – 5th grade students advancing from **Level 1 and/or Level 2 to Level 3 or higher** on one or more grade-level state tests in math and/or reading
5. Schools improving on state tests in science (5th grade) and/or writing (4th grade) from year to year

Key Terms: Elementary School Indicators

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1. 3rd – 5th grade students advancing from Level 1 to Level 2 or higher on one or more grade-level state tests (math and/or reading)
2. 3rd – 5th grade students meeting or exceeding typical growth goals in reading and/or math MAP
3. Students absent fewer than 5 days per semester, excused or unexcused
4. English language learners making gains on state English proficiency test

Assessment Requirements

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- All Levy-funded schools **MUST** administer
 - WaKIDS during **fall and spring** beginning in school year 2013-2014
 - MAP during the **fall and spring** beginning in school year 2013-2014.
- All Levy-funded elementary school may also be required to participate in the Classroom Assessment Scoring System (CLASS) Study
 - See page 4 and Exhibit C on page 38 of RFI

Key Terms: Focus Students

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Identified by the following risk factors:

- Failure to meet age level expectations as measured by the WaKIDS Teaching Strategies Gold Assessment
- Failure to meet grade-level standard on state assessments
- Failure to make typical growth on Measures of Academic Progress (MAP)
- Failure to make gains on the state English language proficiency test
- Scoring at a Level 1 or 2 on annual Washington English Language Proficiency Assessment or Placement Exam
- Poor attendance, defined by missing 5 or more days per semester, excused or unexcused
- School entry after the beginning of the year

Key Terms: Key Components

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- PreK –3 Alignment and Collaboration
- Extended In-School Learning Time
- Expanded Learning Opportunities
- Social/Emotional/Behavioral and Family Support

Key Events

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- November 19 | *District TA: Academic Intervention Content Specialists*
- December 4 & 6 | *District TA: Data and Reporting*
- Week of December 10 | *Round 2 Successful RFQ Proposals Published*
- December 13 | *RFQ-Approved Providers and Principals Networking Meeting*
- **January 7 | *Last Day to Ask Questions of OFE***
- **January 14, 4:30 pm | *RFI Submissions due to OFE***
- February 28 – March 4 | *School Interviews*
- March 15 | *RFI Notification*

See RFI for a complete list of events.

SPS Contacts

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- **SPS contact information for assistance with:**
 - College/Career Readiness
 - Data
 - Early Learning
 - English Language Acquisition
 - Family/Parent Involvement
 - Human Resources/Labor Relations
 - Literacy/Language Arts
 - Mathematics
 - Multi-Tiered Systems of Support (MTSS)
 - Special Education

Submission Attachments

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1. Attachment 1: Cover Sheet
2. Attachment 2: School Narrative –*Optional*
3. Attachment 3: Data Analysis Summary
 - Part I: Kindergarten Readiness Assessment Data
 - Part II: English Language Acquisition*
 - Part III: Data Analysis
4. Attachment 4: Data Sample
5. Attachment 5: PreK-3 Alignment and Collaboration Efforts
6. Attachment 6: English Language Learner Program*
7. Attachment 7: Social, Emotional, Behavioral and Family Support Plan
8. Attachment 8: Work Plan Summaries
9. Attachment 9: Management and Oversight Plan
10. Attachment 10: Annotated Budget

Attachment 2: School Narrative

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- NEW!
- Optional
- Provides an opportunity for schools to set the context for how Levy investments would further support their strategies and efforts to improve student achievement
- Helps reviewers understand the school's successes and challenges.
- Reviewed by evaluators, but not scored

Attachment 3: Data Analysis Summary

Pages 13-14 of RFI

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Part I: English Language Acquisition *(Applicable schools only)*

Part II: Data Analysis

- Must demonstrate an understanding of your school's needs in the different Areas of Concentration:
 1. Math/Science
 2. Reading/Writing
 3. Attendance
 4. ELL *(Applicable schools only)*

Complete this section using the following:

- School Data Report (OFE provides)
- Kindergarten Readiness Data (School Competes. Kimberly Kinzer available to help)
- ELL Data (School completes. ELL Coaches available to help)
- Additional school-level data

Attachment 4: Data Sample

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- Now Required
- Provide at least ONE data sample that demonstrates how the school uses data to:
 - Identify student needs,
 - Assess student mastery, and/or
 - Measure progress towards goals
- See RFI for a list of example data to submit
- Do NOT include:
 - Identifiable student information (names, IDs, DOBs)
 - Program flyers
 - Studies/evaluations
 - Links to other data/studies/reports

Attachment 5: PreK-3 Alignment and Collaboration Efforts

Page 16 and Exhibit D on Page 39 of RFI

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Two major areas to cover:

- Collaboration between early learning providers, including Step Ahead, and kindergarten teachers
- Alignment of preK -3 system at the school

Response may describe current programming and/or programming improvements you will implement if awarded funds.

Please contact Kimberly Kinzer, Program Manager for Early Learning, (kdkinzer@seattleschools.org, 206-252-0093) for technical assistance.

Attachment 6: English Language Learner Program

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Two major areas to cover:

- Describe capacity of school to serve ELLs
- Describe supports for ELLs in your school

Response may describe current programming and/or programming improvements you will implement if awarded funds.

Please contact your coach or SPS ELL coach Nancy Burke (nburke@seattleschools.org, 206-252-0077) for technical assistance.

Attachment 7: Social, Emotional, Behavioral and Family Support Plan

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- Element #1: Case Management Support
- Element #2: School and Family Connections
- Strategy #3: Transition Support
- Element #4: Mental and Physical Health Referrals and Services

Attachment 8: Work Plan Summaries

Pages 20-27 of RFI

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Using your Data Analysis Summary, Kindergarten Readiness Assessment and English Language Acquisition data, complete your applicable Work Plan Summaries with the following in mind:

1. Outcomes & Indicators
2. Focus Students
3. Areas of Concentration
4. Key Components
 - ✦ PreK –3 Alignment and Collaboration
 - ✦ Extended in-school learning time
 - ✦ Expanded learning opportunities
 - ✦ Social/emotional/behavioral and family support

Attachment 8: Work Plan Summaries

Pages 20-27 of RFI

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- Must complete four Areas of Concentration (except for Orca and Pinehurst K-8)
- Must include at least one outcome and/or indicator under each Area of Concentration
 - School must have at least two outcomes in total in their Work Plan Summary Section
 - Recommend that schools have multiple performance measures for each Area of Concentration
- Must incorporate all four key strategies in Work Plan Summary Section
- Work Plan Summary Sections cannot exceed 10 pages including tables

Exhibit F: Work Plan Summary Example

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		Previous Results – SY 2011-12				Projected Results – SY 2013-14	
Outcome/ Indicator	(B) Description of Levy Focus Student Population	(C) # of Levy Focus Students	(D) Levy Focus Students as % of Total School (K-5)	(E) # Levy Focus Students Achieved Outcome/ Indicator	(F) % Levy Focus Students Achieved Outcome/ Indicator	(G) # Levy Focus Students Meet Target	(H) % of Levy Focus Students Meet Target
% of 1 st – 2 nd grade students meeting or exceeding typical spring- to-spring growth in math	African American and Latino students	25	15%	12	48%	20	80%
		# of (B) in SY 2011-12	(C) / Total # K-5 students SY 2011-12	# of (C) who achieved measure in SY 2011- 12	(E)/(C)	# Expect to meet target SY 2013-14	(G)/(C)

Attachment 9: Management & Oversight Plan

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Key Areas to Cover:

- **Leadership, Planning, and Implementation**
 - Discuss process for securing staff and CBO buy-in (as applicable)
 - Specify implementation key roles and responsibilities
 - Describe systems for evaluating program effectiveness

- **Tracking to Results**
 - Describe a specific example of successfully executing a continuous improvement process
 - Discuss data sharing systems and protocols with school and CBO staff (as applicable)

Attachment 10: Annotated Budget

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Requirements:

- Description of personnel and non-personnel expenditures
- Budget Template auto calculates your indirect costs
- Include commitment item number for each expenditure
- Two budgets must be submitted: Low and high range
- Budget your 25% performance pay
- **IMPORTANT:** High range budget should tie directly to Attachment 8: Work Plan Summaries
- See “Instructions” and “Sample” tabs in Excel Budget file

Attachment 10: Annotated Budget

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- **Important Reminders:**
 - All personal service contracts must meet Collective Bargaining Agreement requirements
 - Must include cost of Family Support Worker or Family Support Specialist in Budget

Community Partners

IMPORTANT: Individuals and organizations receiving cumulative Levy funding **exceeding \$5,000** per school year from Seattle Public Schools' elementary, middle, and high school levy funds **must be approved** through the **Levy Request for Qualification (RFQ) process**.

- Round 1 RFQ approved agencies are currently listed on OFE's website: www.seattle.gov/neighborhoods/education/funding
- Round 2 RFQ approved agencies posted week of December 10th
- Schools/Approved CBO fair on December 13, 2012

Instructions to Respondents

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Responses to each section must be in this format:

- 8½” X 11” paper, size 12 font, 1-inch margins
- Typed or word-processed and singled or doubled spaced
- **Pages numbered**
- All attachments **must** be stapled together

You will submit two files only: 1) RFI in MS Word or Adobe PDF and 2) Attachment 10: Annotated Budget in Excel.

Submit 6 paper copies to OFE AND an **electronic copy** to EducationOffice@seattle.gov by **4:30 pm, January 14, 2013**.

Naming conventions for the electronic files AND your email subject heading:

○ *SchoolName_ElementaryRFI*

Example: OlympicHills_ElementaryRFI

Evaluation Process

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- Part I: Technical Compliance Review
- Part II: Rating RFI Applications by panel of experts
 - Rating criteria and points for each section table included in RFIs
 - Applicable sections and total possible points vary by school
- School Interviews (as applicable)
- Decisions Issued

Information Regarding Questions

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- Applicant questions after the RFI information session must be sent via e-mail. No phone calls.
- Please email: Isabel.munoz-colon@seattle.gov
- Within 3 business days, we will post answers online to questions asked at this session and via email.
- We will continue to accept questions until Monday, January 7, 2013.
- Access Questions & Answers online:
<http://www.seattle.gov/neighborhoods/education>

Recommended Next Steps

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If you are interested in applying:

1. Email Isabel.munoz-colon@seattle.gov to request your School Data Report.
2. Elementary Schools email Susie Murphy (susiemurf@gmail.com) for support and/or to request feedback on your draft RFI.
3. Attend upcoming District events on November 19, December 4, and December 6 (see RFI).
4. Review *Exhibit E: Characteristics of Strong RFI Applications* (page 40) for guidance.
5. Expect e-mail with link to FAQ, exemplars from previous rounds, and updated RFI by Wednesday, November 21, 2012.

Key Reminders

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- Follow the required response format
- Submit 6 paper copies and an electronic file
- Questions must be emailed to Isabel.munoz-colon@seattle.gov by Monday, January 7, 2013
- Proposals are due by 4:30 p.m., Monday, January 14, 2013
- Ensure the person designated on the cover sheet is can be reached at the phone number and e-mail address listed